

Sustainability at the District Level

District administrators:

- align/allocate adequate resources to sustain efforts (staffing, budgets)
- align district goals and in-service activities w/school priorities
- manage adoption of materials to support reading goals
- support district-wide formative assessment process
- build calendars and schedules which support reading goals
- create job descriptions which support reading goals
- hire, assign, support and supervise principals on RF elements
- guide collaboration among regular education, Title, special education, and ELL staff in the reading improvement process
- build capacity among staff for reading improvement by investing in training for all and mentoring for new teachers, assistants and principals
- be present at the school to acknowledge staff efforts and ask, "How can we support you?", then follow through
- provide the support needed to principals to act as instructional leaders

Superintendent and school board:

- consider policies and procedures to support reading goals
- support hiring practices, assignment, job descriptions, mentoring and supervision which strengthen reading improvement efforts
- review results of reading performance measures on an on-going basis (e.g., each 6 weeks); discuss these with district leaders and principals
- provide adequate funding to support instructional staff, materials and training needed for reading improvement
- develop calendars and schedules which support reading goals
- align district goals and in-service activities w/school priorities
- seek support for reading improvement through community stakeholders
- be present at the school to acknowledge staff efforts and ask, "How can we support you?", then follow through.

Sustainability at the School Level

Principal takes lead on:

- leadership activities and developing leadership in others
- continuing to develop and nurture reading culture
- continuing to build the knowledge and abilities of teachers
- maintaining communication w/school and district staff about reading results
- forging an alliance of all instructional staff (i.e., regular classroom, Title, ELL, Special ed.)
- involving all school staff in reading improvement
- overseeing use of time (calendar, schedules)
- providing supervision and support for implementation
- principal, coach or specialist collaborate on:
- continue school-wide formative data collection
- continue team process to use data to guide instruction
- continue PD, follow-up and support process

Sustainability at the Grade Level

Grade level and cross-grade team meetings:

- based on formative assessment data
- focused on adjusting instruction as needed

Grade level staff collaborates frequently:

- seamless system of instruction
- shared accountability for student outcomes
- learn from one another
 - periodic peer coaching
 - collaborative problem solving
 - share ideas and tasks

Sustainability at the Classroom Level

Teachers continue high fidelity implementation of key elements:

- use of time
- use of curriculum
- use of formative assessment and data
- differentiation of instructional components

Principal supervises for these elements:

- provides differentiated support as needed
- provides positive and formative feedback